



*EACH AND EVERY CHILD PREPARED
FOR A WORLD YET TO BE IMAGINED*

**Reynolds School District
Board of Education Regular**

August 26, 2020 at 7:00 PM

Virtual Meeting

- I. **6:00p - Executive Session**
- II. **7:00p - Call to Order and Land Acknowledgement**
- III. **7:10p - Board Recognition**
 - A. Resolution 2020-2021-002: Recognizing Hispanic and Latinx Heritage Month
- IV. **7:20p - Public to be Heard**
- V. **7:45p - Presentation to the Board**
 - A. Operational Blueprints for Comprehensive Distance Learning
- VI. **8:00p - Board Reports**
- VII. **8:15p - Superintendent's Reports**
 - A. Announcements/Reports - Dr. Danna Diaz
 - i. Comprehensive Distance Learning Update
 - B. Fiscal Responsibility - Christina Weinard
 - i. Financial Report

2

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Christina Weinard, Director of Financial Services
Subject: June and July 2020 Financial Report
Policy: [Financial Reports and Statements - DIC](#)
Date: August 26, 2020

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

Connection to Board Goals:

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #4:

We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

The Board will review the financial reports for the General Fund and the Bond Fund.

Please refer to the following attachments:

- June 2020
 - 1 GF 19-20 Board Report – June 2020 as of 08122020
 - 3 GF 19-20 Financial Statement by Object – June 2020 as of 08122020
 - 4 GF YOY by Function – June 2020 as of 08122020
 - 5 GF YOY by Object – June 2020 as of 08122020
 - 6 GF 19-20 Projections – June 2020 as of 08122020
 - 7 Bond 19-20 Board Monthly Report – June 2020 as of 08122020
 - 8 Bond Financial Statement by Function – June 2020 as of 08122020
 - 9 Bond Financial Statement by Object - June 2020 as of 08122020
- July 2020
 - 1 GF 20-21 Board Report – July 2020
 - 2 GF 20-21 Financial Statement by Function – July 2020
 - 3 GF 20-21 Financial Statement by Object – July 2020
 - 4 GF YOY by Function – July 2020
 - 5 GF YOY by Object – July 2020

- 6 GF 20-21 Projections – July 2020
- 7 Bond 20-21 Board Monthly Report – July 2020
- 8 Bond Financial Statement by Function – July 2020
- 9 Bond Financial Statement by Object - July 2020

Previous Board Action:

- June 2020 - Board Adopted the 2020-21 Budget through Resolution 2019-2020-016

Background:

The board will receive monthly financial reports that include estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates, and the district's overall cash condition.

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

C. Communications - Stephanie Field

VIII. **8:45p - Bargaining Group Updates**

A. Reynolds Education Association (REA)

B. Oregon School Employees Association, Chapter 37 (OSEA)

C. Reynolds Administrative Group (RAA)

IX. **8:55p - Consent Agenda**

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

5

**Reynolds School District
Board of Education Business Meeting**

July 22, 2020

7:00 PM

Meeting Minutes

I. 6:00p - Executive Session

The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel and ORS 192.660(2)(d) Negotiations. Executive Session is closed to the public.

II. 7:00p - Call to Order and Land Acknowledgement

- Chair Yesenia Delgado called the July 22, 2020 Business Meeting to order at 7:01p.
- Board Members in Attendance: Yesenia Delgado, Valerie Tewksbury, Diego Hernandez, Ricki Ruiz, Ana Gonzalez Muñoz, Joe Teeny, and John Lindenthal.
- Cabinet Members in Attendance: Dr. Danna Diaz, Dr. Christopher Ortiz, Dr. Nicole MacTavish, Stephanie Field, Christina Weinard, and Rob Neu. Cabinet Members Absent: Dr. Angela Freeman.

III. 7:05p - Board Elections

A. Elect a 2020-2021 Board Chair

- Chair Delgado has really enjoyed serving as Board Chair this year but, knowing the time commitment, needs to take a step back this school year.
- John Lindenthal nominated Valerie Tewksbury as Board Chair. Joe Teeny seconded the nomination. Valerie Tewksbury accepted the nomination.
- Roll Call Vote: Unanimous ayes. Valerie Tewksbury will be the Board Chair for the 2020-2021 school year.

B. Elect a 2020-2021 Board Vice Chair

- Ricki Ruiz nominated Yesenia Delgado to serve as the vice chair.
- John Lindenthal seconded the motion. John commented that Valerie and Yesenia make a great team. Valerie agrees and is looking forward to another year of working together.
- Director Tewksbury did a roll call vote and Yesenia Delgado was unanimously elected as the Board Vice Chair for the 20-21 school year.

IV. 7:15p - Public to be Heard

- Board Leadership is looking to add spoken public comment for our August business meeting.
- Ricki Ruiz: Gresham City Council has a good system for virtual public comment. Sign-ups – easy 1-2 click sign up for those who want to be speakers during public comment. Reminders through social media and emails.
- Ana Gonzalez Muñoz: The excel copy of the public comment hurts her eyes. Font was small.

Making it bigger loses the ability to see the comments and the names. I know other districts are doing it. Salem-Keizer already has it in place. Maybe we can check with them and see what their process is.

V. 7:25p - Board Reports

A. Board Announcements

I. Individual Board Members - Announcements and Reports

- John Lindenthal: OSBA Legislative policy committee sent out the legislative policies and priorities for the next year. Asking board members to look through that and send any feedback.
- Joe Teeny: Has been contacted by a member of the community asking about public comment. One suggestion was having the public record their comments on video so the board and the public could see those providing comments.
- Yesenia Delgado: hoping to have something in place for August that we will continue to mold as we go forward. Another Board Leadership project: giving unions a few minutes at each board meeting to share updates.
- Ana Gonzalez Muñoz: Finished census work. Thank you to the Reynolds students that were on her team. Now taking on a campaign for Preschool for All. On Public Comment, saw a comment where a parent was giving suggestions for online learning. Would like our Communications Department to take a look at it. She was also looking on our website for any tools and platforms for online learning. Stephanie Field will send her a link to what we have.

II. Budget Committee Vacancies

- Position 10 – term expiring June 30, 2023
- Position 12 – term expiring June 30, 2021
- Position 14 – term expiring June 30, 2022

III. Upcoming Board Meetings

- August 12, 2020: Board Work Session
- August 14 and 15, 2020: Board Retreat
- August 26, 2020: Board Business Meeting

VI. 7:40p - Superintendent's Reports

A. Announcements/Reports - Dr. Danna Diaz

I. COVID-19 / Blueprint Update

- Major changes to the Operational Blueprint Guidance were released today. More of a center on equity and innovation, clarifying roles and authorities, info about school closures if needed, outbreaks, etc.
- Co-horting parameters have changed – 100 in the building at a time.
- State-wide face coverings for k-12 REQUIRED
- Enrollment, attendance, and instructional time updates
- **Academics, Student and Family Services, and Schools Update – Dr. Nicole MacTavish:**
 - All departments working through the new guidance.
 - Teachers need more clarity in core subjects with distance learning. Bringing in

teachers to document the scope and sequence for math and language arts.

- Organized curriculum for the school year.
 - Culturally responsible texts to our language arts classes.
 - AVID – participating in a digital summer institute to convert avid to digital.
 - SPED working hard on extended school year services. 20 students.
 - Early childhood transition – district creates special education plans for students already receiving special services in the community. 100 students.
 - Community transitions program – SPED students 18-21, transitioning into adulthood, learning.
 - Newcomer Summer School
 - Multi-lingual learning team forming – will study research and best practices in English language development throughout the year – supporting students
 - Selected for partnership with U of O for Indigenous Mesoamerican Language Project
 - Teacher resources being created right now. Developing resources for hybrid and distance learning.
 - Diving into the teacher surveys on distance learning. Students of color, SPED students, and limited English proficiency students did not benefit from distance learning.
 - Instructional technology – designing documents and videos to support teachers and families in the fall.
 - Looking into the possibility of opening our own online school, depending on funding and help from the state.
 - Single sign-on that will allow students and staffs to sign-into all platforms at once, instead of multiple passwords and logins.
-
- Valerie Tewksbury: Lots of parents are asking for information on what fall will look like. Can you speak as to why we need to wait to make a final decision?
 - Dr. Danna Diaz: When the first guidance came out on July 10, we were leaning towards a hybrid model. But numbers keep changing. The state has been working on metrics for reopening, which we should be getting soon.
 - Yesenia Delgado: COVID-19 disproportionately affects populations of color and the majority of our students are students of color. How are you keeping this in mind when making decisions?
 - John Lindenthal: I keep hearing distance learning for the fall? Children will not be in schools in the fall?
 - Valerie Tewksbury: That was my question too. Is that an official decision?
 - Dr. Danna Diaz: We are leaning towards starting with comprehensive distance learning, then hoping to move to brick and mortar but we are waiting for the matrix guidance on phases. Right now Multnomah County is still in phase 1.
-
- **Operations Update – Dr. Christopher Ortiz**
 - Walking through schools, working with principals on furniture needs for social distancing.
 - Face shields, masks ordered. Sprayers to disinfect buses, foggers for classrooms, infrared thermometers, hand sanitizing stations being installed district wide
 - Staggered delivery on ordered devices.
 - Transportation working on how many students can be transported at a time.
 - Language services working to support enrollment, technology,

- Interviews held for social workers and counselors. 10 positions for each were offered.
- Met with MESD on phases. Plan to meet again in two weeks to go over the new metrics that will be released soon.
- Joe Teeny: I've heard from community members who would appreciate communication with about the state of the grounds, the tall grass, etc.
 - Dr. Christopher Ortiz: We are working on hiring another groundskeeper. Our current staff are making their way around the campuses. We will work on communication.
- Ana Gonzalez Muñoz: I read in the public comment about teachers not having enough time to prepare. Are teachers preparing now or waiting for the final decision to be made?
 - Dr. Danna Diaz: We are working with our bargaining groups and negotiating some items based on distance learning model. The Task Force recommended a phased approach. We are making sure all groups understand the plan and get an agreement. Everyone will have time to plan. We are being thoughtful and using a human approach. Dr. MacTavish is working on calendar with RAA and REA. We have to have all of the info worked out with bargaining groups before making it public.

- Human Capital Management Update – Robert Neu
- We received 809 applications in the last month and filled 32 positions
- We have been helping people sort out their leave options as they weigh their personal health and family obligations.
- Having discussions with bargaining groups to talk through all of the plans Dr. MacTavish and Dr. Ortiz mentioned. Working collaboratively with bargaining groups.

- **Stephanie Field shared the Parent Survey Results**
- Ricki Ruiz: How will this survey be used in the reopening plans?
 - Stephanie Field: principals and operations supervisors who are making blueprints will use the survey data to understand what our families are most concerned with so they can take active steps to educate and communicate with our families. We will inject as much as possible into our blueprint plans to answers as many concerns as possible.
- Ricki Ruiz: Given the fact that our district has numerous languages and ethnicities, while this is a great representation of the feelings of our families, it doesn't represent everyone. I'm guessing there are a number of families that probably didn't know and / or didn't participate. I would like to do a round two to ensure that we are really targeting specific demographics in our school districts.
 - Stephanie Field: We received almost 3,000 responses – which is one of the most well used surveys to date. Due to the time constraint, we didn't have the opportunity to use multiple methods in the short turnaround we needed. But we will continue to survey our families and keep in touch with how they are feeling about what's happening in the district. We will be utilizing support teams and community partners to reach out to more families.
- Ricki Ruiz: That's a great response. But I just want to make sure that we are reaching out to more groups.
 - Dr. Danna Diaz: I've had a few culturally specific smaller group sessions. Principals are doing focus groups with their communities and families as well.
 - Stephanie Field: A staff survey is currently underway. It has 44 questions to do a deep

dive into how our staff is feeling and looking forward to getting those results as well.

- Diego Hernandez: I appreciate all the work on survey and the info that came from it. My only concern is outreach and making sure certain communities are heard. The teacher survey will be helpful, particularly from teachers who work with families who don't speak English, don't have access to technology, etc. For schools like Alder and Davis, it would be nice to see larger representatives from those demographics. But I do appreciate this work. I think the focus groups will be helpful too. But demographic info on what schools the families who responded are from and what language they speak, etc. Surveys not the best of getting reflection for some of our more marginalized communities.
- Joe Teeny: This is one of the most well attended surveys the district has put out in the last 11 years that I've been around. But people who answered the questions are not necessarily going to get their way just because they answered a certain way. Are we able to provide our kids a free and public education? It's not just about having devices and internet access. How are we meeting the needs of kids trying to learn in a different way? A survey isn't going to tell us what to do. Good for info tough. What are our hurdles for meeting those kids who might not be able to tell us what they need, whether through a survey or other means? Overcoming obstacles they have to deal with.
- Ana Gonzalez Muñoz: We pushed for a survey through our social media sites as well – 4 or 5 groups. We also created a group for East Multnomah county Latinos to participate in the survey. Question 9 on the survey – for the 20-21 school year, what choice do you prefer? Highest percentage was back in school. Which we can't do. Next highest was hybrid. Sounds like decision is already made to be comprehensive online only instead of hybrid.
- Dr. Danna Diaz: We had a meeting with ODE today and they told us that a set of COVID-19 health care readiness criteria are being prepared and will be released in the next few days. They will be giving us guidance on what the county needs to look like before we can start in-person instruction. We wanted family and staff feedback, but we also have to go by what the state will allow us to do.

B. Fiscal Responsibility - Christina Weinard

- The Ways and Means chair has a plan at the moment but it hasn't been approved.
- We are currently projected to receive full funding in all areas except for the SIA fund, which is projected to be 1/3 of the original amount.
- John Lindenthal: I've heard there may be some issues with the lottery fund for the School Based Health Center?
 - Dr. Danna Diaz: We received a letter from the treasury department on July 10, saying that they decided not to sell the lottery bonds due to low funding and would not be reimbursing the money that was spent on the health center. We've met with our local representatives, COSA, MESD, and others who are all advocating for us.

C. Communications - Stephanie Field

D. Superintendent's Action Plan

I. Chronic Absenteeism

- Report included in Boardbook packet.
- Absenteeism rate is 38% in our district. Based on our yearly ADM rate, we lose \$33 million in revenue.

- Dr. Ortiz is working on an attendance plan for the next school year.
- Our highest absenteeism rates are from students experiencing housing insecurities and those in the foster care system.
- Valerie Tewksbury: There are rules and policies in many classrooms surrounding attendance that make it hard for students to catch up on schoolwork. Are we working on updating policies to allow students a better chance to catch up? For instance, missing instruction when they are absent – is there any discussion on how to mitigate the effect of student absences, along with the goal to get students in school? Some students must ask another student for what they missed while other teachers post lesson info online.
 - Dr. Ortiz: That’s a really great insight. The work the Student and Family Services is doing with Curriculum and Instruction takes this into account. Originally, we would look at absences but not at the academic impact on delivery of instruction. Using the MTSS framework looks at the whole child and makes it everyone’s business – what barriers is the student facing?

VII. 8:40p - Consent Agenda

- A. Approval of Personnel Order
- B. Approval of Prior Meeting Minutes
- C. Resolution 2020-2021-001: Designating District Officers, Clerks, Agents, and Depositories of Funds for the 2020-2021 School Year
- D. Approval of the Calendar for the 2021-2022 Budget Process
John Lindenthal moved to approve all consent agenda items as presented. Joe Teeny seconded the motion. Chair Tewksbury did a roll call vote. The motion passed unanimously.

VIII. 8:45p - Action Items

- A. Authorization to Spend Over \$150,000 on Student Devices
 - We’ve talked about these before but need approval for purchasing. Getting these extra Chromebooks will get us to a 1:1 device-student ratio.
 - We will have to wait for some Chromebooks, however. iPad are arriving very soon and many of the Chromebooks will arrive before school starts but some will be late. With old inventory, we can get the ratio to 1:1. Any old device will be swapped out for new ones by mid-October.
 - Valerie Tewksbury: I see that we have web-filters and dashboard on these new devices. Will they be the same as the devices that some students already have, or will it be a different interface?
 - Dr. Nicole MacTavish: I will get the answer to that question and let the Board know.
 - Dr. Christopher Ortiz: We are working on getting a single log-in for all platforms so students can log in on one portal and get access to all portals. For new and existing devices.
 - Valerie Tewksbury: Parent log-ins for Schoology are difficult for a number of parents and it does make it harder for parents to follow along with that their students are doing than Synergy or Parent Vue.
 - John Lindenthal moved to authorize the expenditure of more than \$150,000 to help achieve a 1:1 take-home device for all K-5 students, for a total not to exceed \$986,067.36.
 - Yesenia Delgado seconded the motion.
 - Chair Tewksbury took a roll call vote and the motion unanimously passed.

- The District and REA were engaged in open bargaining sessions before school closures. In April, the Board agreed to an MOU which suspended negotiations, with the exception of compensation. We have now agreed on 6 articles and 2 appendixes. This MOU will serve as the CBA for one year.
- 2% raise, tuition freeze, insurance giveback. Total cost to district \$800k
- John Lindenthal moved to approve the REA package proposal.
- Yesenia Delgado seconded the motion.
- Chair Tewksbury did a roll call vote and the motion unanimously passed.
- Valerie Tewksbury noted that there were a lot of positive conversations that came from these discussions and is glad to see the work come to a conclusion.

IX. 8:55p - Board Discussion

- Valerie Tewksbury: Board leadership will be finalizing Board Retreat topics for professional development. If you have pressing issues that would be good for us to cover, let Yesenia and Valerie know.

X. 9:10p – Adjourn

Chair Tewksbury adjourned the July 22, 2020 Business Meeting at 8:50p.

**Reynolds School District
Board of Education Work Session**

August 12, 2020

7:00 PM

Meeting Minutes

I. 6:00p - Executive Session

The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(d) Negotiations, ORS 192.660(2)(e) Real Estate, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.

II. 7:00p - Call to Order and Land Acknowledgement

- Board Members in attendance: Chair Valerie Tewksbury, Vice Chair Yesenia Delgado, John Lindenthal, Joe Teeny, Ana Gonzalez Muñoz, and Ricki Ruiz
- Board Members absent: Diego Hernandez
- Cabinet Members in attendance: Superintendent Danna Diaz, Dr. Christopher Ortiz, Dr. Angela Freeman, Stephanie Field, Christina Weinard, Rob Neu. Cabinet Member Absent: Dr. Nicole MacTavish
- Chair Valerie Tewksbury called the August 12, 2020 Work Session to order at 7:02p.
- The Land Use Acknowledgement was read.

III. 7:05p - Public to be Heard

- We have a process to have spoken public comment to start at our August Business Meeting on August

IV. 7:10p - Urban Collaborative SPED Audit

- Full presentation can be seen in the Boardbook packet.
- All of those conducting the review have been Special Education Directors in the past and some are also researchers.
- Ana Gonzalez Muñoz: Are we going to look at teacher data (special ed teacher certification/licensure, diversity, years of experience, etc)?
 - Dr. Lauren Katzman: We had limited teacher data. The district is aware of the issue of data missing or not being clear.
- John Lindenthal: What is a communication disorder?
 - Dr. Matt Bennett: Communication disorders are divided between language and speech disorders. A language disorder is when someone struggles to actually expression language. They can often process it but can't express it. A speech disorder is more about articulation, stuttering, etc.
- Ricki Ruiz: How many of these restraint and seclusion incidents involve the same students?

- Danna Diaz: We will get the answers to Ana’s question and Ricki’s question and share it with the board.
- Yesenia Delgado: The lack of data integrity and data clarity is an issue. This is a great start, but I hope that the district can continue to move forward with more clear and established data. A question for the district: Was this what you were expecting to hear? How will this be incorporated with the strategic plan?
- Danna Diaz: 18-19 was a listening year. We did a lot of assessments in 19-20. We visited Wilsonville SD to look at different SPED models in 17-18. We plan to imbed this into the strategic plan process. We will be working on creating a shared instructional vision. We will look at where we need to improve and decide on milestones and goals to hit. We need to change our language and decide what our programs should look like and sound like. We are working on ways to improve our data input - keeping it clean, keeping it uniform across schools. Quality assurance across the board.
- Ana Gonzalez Muñoz: It was said that the SPED team is very small. We need to grow that team. I was asking about certification/licensure data because supporting teachers is very important as well. We need better student:teacher ratios.
- John Lindenthal: I think that RSD might need to look at how we define Special Education and really look into the numbers of students who aren’t in General Ed classrooms.

Valerie Tewksbury: Helpful info on SPED services in general, as well as in our district.

V. 8:10p - Blueprint Update

- Currently, we do not meet the requirements to have in-person learning.
- Requirements for Comprehensive Distance Learning are very different than they were for Distance Learning for All in the spring.
- Staff Survey Results can be found in the Boardbook packet
- Valerie Tewksbury: The survey results were really telling of our employees: the graphs were almost the exact opposite about their concern for themselves verses how concerned they are for their students and family and friends.
- Reopening metrics are updated every Tuesday. Can be found on the Reopening Reynolds page, which is linked on every school’s webpage.
- Limited in person learning
- Dr. Danna Diaz: We can offer limited in-person instruction based on need.
- Dr. Angela Freeman: Blueprints were due today and every single school has already turned them in.
- Dr. Freeman, Dr. Ortiz, and Dr. MacTavish will review all of the plans tomorrow and submit them on Friday.
- Next step will be pre-filling in hybrid plans
- Working with bargaining groups to establish Comprehensive Distance Learning MOUs.
- Looking at staffing and how subs will work doing CDL
- Figuring out how leave will look during CDL
- Awarded \$285k distance learning grant. Application opens on Friday.

VI. 8:40p - Talented and Gifted (TAG) Policy - 2nd Reading

- Addressed the issue of disproportionality in identifying TAG students. Added guidance for equity, including testing all students in grade 2.

- New guidelines, outlining what schools should do, etc, all in one document instead of multiple documents.
- Valerie Tewksbury: The policy guide was really helpful. Are there thoughts on creating more policy guides in general?
 - Dr. Ortiz: We have talked about needing clear policies and procedures, about how board policies should be followed. We do plan to revise many of our policies and create guides to go with them.
- Dr. Danna Diaz: Yes, we will be doing a comprehensive policy review with an equity lens over the next year.

VII. 8:45p - Revision of the Strategic Plan Timeline

- Rob Neu: A revised timeline was presented on June 10, the same day that guidance came out on Operational Blueprints. The same people who would be on the goal topic teams needed to work on Blueprints for reopening this summer instead. We couldn't pull them away from that, so we pushed things back and added more opportunities for community and staff feedback.
- Ana Gonzalez Muñoz: Community Partners usually use the Strategic Plan to align their services with the district. Is there anything that you are providing community partners in replacement of a finalized Strategic Plan?
 - Dr. Danna Diaz: Yes, the Board will give us direction on what to work on this year. We will provide community partners direction and information from the Superintendent's Action Plan which will help guide us this year.
- Valerie Tewksbury: I appreciate this circling back to the Board and giving us time to really review the plan. If we're not approving until February, are you pushing the 5 years out a year or trying to accomplish it in 4 years?
 - Dr. Danna Diaz: Yes, we will still do a 5 year plan, moving from 2020-20205 to 2021-2026. By approving this in February, that gives us time to plan before the budget for 2021-2022 is approved in June.

VIII. 8:50p - Budget Update

- There will not be any significant budget changes so we will not need a supplemental budget.

IX. 9:00p - Action Items

- A. Authorization to Spend Over \$150,000 on Computer-Assisted Instruction Program (Lexia)
- Assessment of online reading and math programs. Nothing consistent across district. Supplanting issues with funding of some programs as well. Platform committee met to assess and see if they could find a program that would work across buildings.
 - John Lindenthal: Would this give us a consistent platform across the district?
 - April Olson: For K-8, yes.
 - John Lindenthal moved that the board authorize the expenditure of more than \$150,000 to purchase a supplemental computer-assisted reading program for a total not to exceed \$176,500.
 - Ricki Ruiz seconded the motion.
 - Chair Tewksbury did a roll call vote and the motion unanimously passed.

X. 9:05p – Adjourn

- Chair Valerie Tewksbury adjourned the meeting at 9:09p

**Reynolds School District
Board of Education Special**

August 14, 2020

6:00 PM

Meeting Minutes

Board Members in attendance: Chair Valerie Tewksbury, Ricki Ruiz, John Lindenthal, Ana Gonzalez Muñoz
Cabinet Members in Attendance: Superintendent Danna Diaz, Christina Weinard, Stephanie Field, Angela Freeman, Nicole MacTavish, Rob Neu, and Christopher Ortiz

I. Revisit the board designed mission, vision, and core beliefs to verify commitment

Vision: Each and every student prepared for a world yet to be imagined.

- Dr. Christopher Ortiz: Some have had issues with equity not being in the statement. That our vision statement doesn't reflect the districts commitment to equity.
- Cathy Mincberg: Could change it to "Each and every student equitably prepared for a world yet to be imagined."
- Ana Gonzalez Muñoz: Hard time with "world yet to be imagined." Feels like it's underestimating students, saying they can't imagine.
- John Lindenthal: Change to "prepare for life" or something similar?
- Ana Gonzalez Muñoz: Yeah, to prepare for life. And I get the idea behind the phrase, but it needs to apply to all students, all grades.
- Valerie Tewksbury: "Each and every student prepared for their future" or something along those lines? I've also always felt that "Yet to be imagined" sounds a little corny too.
- Cathy Mincberg: Each and every student equitably prepared for their future.

Mission: We educate all students to graduate with the skills and confidence to thrive.

- John Lindenthal: We need equity in that statement as well. "We equitably educate all students..."
- Valerie Tewksbury: Do we need to change thrive?
- Ricki Ruiz: Flourish?
- Ana Gonzalez Muñoz: I think "skills" captures a lot too.
- John Lindenthal: How will these statements translate into other language?
- Stephanie Field: I will also say that equitably, while a great work, is difficult to say and doesn't make the statements flow off the tongue easily.

- John Lindenthal: We embrace diversity, equity, and inclusion as we educate all students to graduate
- Final: We embrace diversity, equity, and inclusion as we educate all students to graduate with the skills and confidence to thrive.

Core Beliefs / Commitments - Pillars Document

- Valerie Tewksbury: Some of the comments don't match the goals. Was that purposeful?
- Dr. Danna Diaz: The Strategic Steering Committee did that. Cabinet did the top two rows of items while the steering committee did the bottom statement.
- Rob Neu: The Steering Committee agreed that cabinet had the authority to take their goal topics and work them so we can adjust those phrases if we need to.

II. Board Self-Evaluation Summary

A copy of the evaluation questions and the number of answers from board and cabinet members can be found in the Boardbook.

III. Discussion of the importance of aligning the superintendent's evaluation with the strategic plan

- Valerie Tewksbury: I think it would help if we had provisions for what each metric means. What is exceptional? What is proficient? More fair and transparent – being clear about how we are going to be looking
- Cathy Minberg: We can also add things like “We want you to pass a bond.” Or a big project that the board wants done over the course of the next year. But don't say that the strategic plan is worth 20% of the eval and then everything else is waited more. You should stop seeing reports soon and should start seeing action.
- Dr. Danna Diaz: We are using metrics moving forward – adding percentages and more tangible ways to measure.
- If it's the work you have approved for me to do, how are we going to continue doing it even when there is resistant. Takes the governance team and the cabinet to move it forward.

There will be resistance in any change.

More resistance when the community doesn't know where we stand as a board. What is our work, etc.

Val will send out an email with suggested chapters to read before our September meeting.

Recessed until 9a.

Really appreciate these retreats? Can we do something ever 6 months instead of every year?

Feel free to reach out if there's something you want to ask?

Two different areas next month

IV. Consider the coordination of the timeline of the strategic plan timeline and the work of the board

V. Discuss ACME operations document

- Sections in the Operating Procedure Document:
 - Authority of the Board
 - Placing Items on the Agenda
 - Preparing for Board Meetings
 - Executive Session
 - New Board Member Orientation
 - For Onboarding New Members (or those seeking election): Personal notes board members. Tips and Tricks from current board members.
 - Consider holding a board orientation for candidates to answer questions from perspective board members.
 - Expectations, things you can do to be a successful board member.
 - Election of Officers
 - Some put these procedures into board policy for the public to be able to see.
 - Board should look at it once a year
 - Include an ethics policy.

VI. Management Oversight

- Duty of the board to oversee management, not to be management.
- See power point presentation for notes.

VII. Discussion

- Dr. Danna Diaz: Need to create a culture of trust.
- Ana Gonzalez Muñoz: When we voted for budget priorities, restorative justice was at the top of the priorities. So I assumed that would be a part of the budget. Lack of conversation about how that was going to come about.
- Ricki Ruiz: We need to make sure we are more clear – that’s our responsibility. Management Oversight Spectrum slide is really helpful. We need to have an agreement to be in constant communication.
- Valerie Tewksbury: The board sets the What and the Superintendent sets the How. There was confusion about what we were able to direct the superintendent to do. We have to see how the process works out before we can hold the superintendent accountable.
- John Lindenthal: I agree. We said RJ was important. But, during the MTSS presentations, it was clear to be that RJ was a piece of that. I was looking at the whole thing as providing services as a wholistic approach not as individual people or pieces.
- Ricki Ruiz: Change is hard. And I don’t think I was fully comprehending what we were going to be doing moving forward. It makes more sense now. I agree. We guide Dr. Diaz with where we want the district to go and then it’s up to her to decide how.

- Dr. Danna Diaz: Budget Priority Order from December was:
 - Mental Health Supports
 - Library Media
 - Safety
 - Art, Music, Physical Education
 - Restorative Justice and Practices
 - Family and Community Engagement.
- Dr. Danna Diaz: So, we put the most emphasis on Mental Health Supports. Restorative Justice was number 5.
- Stephanie Field: The board also decided to prioritize themes this year, instead of actual items for the budget.
- Ana Gonzalez Muñoz: I think a big issue was the lack of conversation. I get that we are not to be directed on the “how” but we also can’t ignore the community.

2020-2021 Timelines: Board Meetings

Date:	Time:	Event:	Location*:
July 22, 2020	6:00p	Executive Session	Virtual (Zoom)
	7:00p	Business Meeting	Virtual (Zoom)
August 12, 2020	6:00p	Executive Session	Virtual (Zoom)
	7:00p	Board Work Session	Virtual (Zoom)
August 14 and 15, 2020	6:00p	Board Retreat	Virtual (Zoom)
	9:00a	Board Retreat	Virtual (Zoom)
August 26, 2020	6:00p	Executive Session	Virtual (Zoom)
	7:00p	Business Meeting	Virtual (Zoom)
September 9, 2020	6:00p	Executive Session	Virtual (Zoom)
	7:00p	Board Work Session	Virtual (Zoom)
September 11 and 12, 2020	6:00p	Board Retreat	Virtual (Zoom)
	9:00a	Board Retreat	Virtual (Zoom)
September 18 and 19, 2020	6:00p	Board Retreat	Virtual (Zoom)
	9:00a	Board Retreat	Virtual (Zoom)
September 23, 2020	6:00p	Executive Session	Virtual (Zoom)
	7:00p	Business Meeting	Virtual (Zoom)
October 7, 2020	6:00p**	Board Work Session	Reynolds High School – MPR
October 14, 2020	6:00p**	Board Work Session	Reynolds High School – MPR
October 28, 2020	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Business Meeting	Reynolds High School – MPR
November 18, 2020	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Business Meeting	Reynolds High School – MPR
December 9, 2020	6:00p	Executive Session	Virtual (Zoom)
	7:00p	Board Work Session	Virtual (Zoom)
December 16, 2020	6:00p	Executive Session	Virtual (Zoom)
	7:00p	Business Meeting	Virtual (Zoom)
January 13, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Board Work Session	Reynolds High School – MPR

2020-2021 Timelines: Board Meetings

Date:	Time:	Event:	Location*:
January 27, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Business Meeting	Reynolds High School – MPR
February 10, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Board Work Session	Reynolds High School – MPR
February 24, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Business Meeting	Reynolds High School – MPR
March 10, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Board Work Session	Reynolds High School – MPR
March 31, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Business Meeting	Reynolds High School – MPR
April 8, 2021	6:00p	Budget Committee Training 1	Reynolds High School – MPR
April 14, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Board Work Session	Reynolds High School – MPR
April 15, 2021	6:00p	Budget Committee Training 2	Reynolds High School – MPR
April 28, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Business Meeting	Reynolds High School – MPR
May 6, 2021	6:00p	Budget Committee Meeting 1	Reynolds High School – MPR
May 12, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Board Work Session	Reynolds High School – MPR
May 13, 2021	6:00p	Budget Committee Meeting 2	Reynolds High School – MPR
May 20, 2021	6:00p	Budget Committee Meeting 3	Reynolds High School – MPR
May 26, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Business Meeting	Reynolds High School – MPR
June 9, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Board Work Session	Reynolds High School – MPR
June 23, 2021	6:00p	Executive Session	Reynolds High School – Library
	7:00p	Business Meeting	Reynolds High School – MPR

*All locations are subject to change due to COVID-19 Guidelines

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Dr. Nicole MacTavish, Chief Academic Officer

Subject: Proposed Updated 2020-2021 School Calendars

Policy: [School Year/School Calendar – IC/ICA](#)

Date: August 26, 2020

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #3: We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Summary:

Based on opening the 2020-21 school year in Comprehensive Distance Learning, and the necessary planning and professional development needed, as well as additional requirements from the Oregon Department of Education around communicating student progress to parents, we propose the attached revisions to the academic school calendars.

Previous Board Action:

The Board previously approved the 2020-21 academic school calendars at the April 22, 2020 Board Business Meeting. At that time, it was unclear if school would resume in a bricks-and-mortar format in the fall, or if we would be operating under a distance learning or a hybrid model. Since that time, we have decided to begin the 2020-2021 school year in the Comprehensive Distance Learning model.

Background:

The Reynolds Education Association contract includes language that requires collaboration on the academic school calendar and contains language guiding that process. That process was used to create the original set of academic school calendars approved by the Board.

When it became clear that the district would begin the school year in the Comprehensive Distance Learning model, an agreement was made between the district and REA to bring together a small workgroup of REA and district leaders to collaborate on revisions to the academic school calendars to support the Comprehensive Distance Learning format.

The proposed academic school calendars were shared and feedback was taken with both district and REA stakeholders. Based on those revisions, and agreement between the REA and district leadership, we bring to you our proposed academic student calendars.

Some points of interest for the proposed revised calendars are as follows:

- August 31, September 1, September 2, and September 8th: These days are set aside for professional development and site-based work to prepare for Comprehensive Distance Learning. Some of this time will be utilized for professional development, mostly around technology platforms (like Nearpod), Schoology (our learning management system), and content specific supplemental learning platforms (Lexia, Active Classroom, MakeMusic, Dreambox, etc.). The rest of this time will be led by principals to create the systems and structures to support Comprehensive Distance Learning.
- September 9th – 11th: These days are set aside for building based preparation for Comprehensive Distance Learning and for Parent Academies or other site-based orientation activities for students and their families.
- October, November, and March conferences: The Oregon Department of Education guidance for Comprehensive Distance Learning requires us to collaborate at least four times during the year with our families to support student success. In addition to beginning of the year orientation activities (above), we have included three conference windows this coming school year. Two of the conference windows are intentionally placed early in the year to get students and families off to a good start.

Important for Board transparency:

The Board needs to be aware that these academic school calendars will not meet the Oregon Department of Education standards for student contact time as those requirements currently stand. The current language is listed in Chapter 581, Division 22, section 581-022-2320, Standards for Public Elementary and Secondary Schools. The required instructional hours are:

- Grade 12: 966 hours
- Grades 9 – 11: 990 hours
- Grades K – 8: 900 hours

It is likely that either Division 22 standards will be waived or revised, as they were during Distance Learning for All last spring, or that additional professional development and parent conference time will ultimately count toward instructional time based on work that is happening at the State level. If this happens, it might be possible to meet the Division 22 standards with these calendars.

If the Division 22 standards are not waived or revised, or if an expansion of what counts as student contact time is not agreed to at the State level, then we will fall short of the current number of required minutes of instructional time during the 2020-2021 school year.

If this happens, we will write the appropriate waiver request and apply for a one-year exception to be granted for the 2020-2021 school year. This is a well-established process that the district has accessed previously and requires us to assure that the following school year, 2021-2022, we will redouble our efforts and meet the standard.

With all of that said, and with complete transparency regarding the Division 22 implications, we bring the attached four proposed academic school calendars to the Board of Directors for first reading tonight.

Financial Implications:

There are no financial implications of this set of academic school calendars beyond the traditional costs of school staffing.

Alternatives:

The Board could reject the recommendations of the committee or redirect the committee in some way through further direction or guidance.

Staff Recommendation:

Staff recommends the Board approve the recommended academic school calendar revisions for first reading.

Motion:

I move that the Board approve the 2020-2021 academic school calendar revisions as presented.

**Memorandum of Agreement
Between Reynolds School District and
Reynolds Education Association
on Start of Year Calendar for 2020/21:**

The Reynolds School District (RSD) and the Reynolds Education Association (REA) hereby agree to the following Memorandum of Understanding (MOU) for the purpose of setting forth the terms and conditions regarding the attached calendars for 2020/21:

REYNOLDS EDUCATION ASSOCIATION

Evan V. Selby

Evan Selby, President

08/25/2020

Date

Bruce Marsh

Bruce Marsh, Bargaining Chair

08/25/2020

Date

REYNOLDS SCHOOL DISTRICT

Danna Diaz

Dr. Danna Diaz, Superintendent

08/25/2020

Date

Robert R Neu

Robert Neu, Assistant Superintendent of HCM

08/25/2020

Date

Identification of Talented and Gifted Students and Parent Notification and Participation

In order to serve intellectually gifted and academically talented students in grades K-12, the Board directs the superintendent to establish a written identification process which is referenced in Reynolds School District Policy Guide *Guidelines for Identifying Students as Intellectually Gifted and Academically Talented*.

This process of identification shall include as a minimum:

1. Use of research-based best practices to identify talented and gifted students from underrepresented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse, or economically disadvantaged.
2. Testing of all students in Grade 2 to ensure equal access to the identification process and multiple opportunities after Grade 2 for students to be considered for identification. In order to circumvent the cultural and linguistic bias of assessments with verbal and quantitative components, the District will use research-based nonverbal assessments for the identification of students in Grade 2.
3. A nationally standardized test of mental ability for assistance in the identification of intellectually gifted students or other such assessment as may be appropriate.
4. A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics from the statewide assessment for assistance in identifying academically talented students.
5. Behavioral, learning and/or performance information.

Identified students shall score at or above the 97th percentile on one of the above tests as per Oregon Administrative Rule (OAR) 581-022-2325. Other students who demonstrate the potential to perform at the eligibility criteria, as determined through behavioral, learning and/or performance information may be identified.

The District shall inform parents of the identification of their student as talented and gifted. The District shall further inform parents of program or service options available and provide them an opportunity to participate in selecting those programs or options most appropriate for their student. Written procedures for parent notification and participation are outlined in Reynolds School District Policy Guide *Guidelines for Identifying Students as Intellectually Gifted and Academically Talented*.



Code: IGBBA, IGBBD

Adopted: 1/4/07

Revised/Readopted: 12/8/10, 6/8/16, 10/11/17, 8/26/20

Original Code: IGBBA, IGBBD

If a parent is dissatisfied with the identification process and/or placement of their student, they may appeal the decision through the accompanying administrative regulation *IGBBA-AR – Appeal Procedure for Talented and Gifted Student Identification and Placement*. After exhausting the District’s appeal procedure and receiving a final decision, a parent may appeal the decision to the State Superintendent of Public Instruction.

END OF POLICY

Legal Reference(s):

ORS 343.395

ORS 343.407

ORS 343.411

OAR 581-022-2325 to -2500

Cross Reference(s): IGBBC and IGBB – Talented and Gifted Programs and Services

Complaints Regarding the Talented and Gifted Program

The following procedure will be utilized when complaints arise regarding the District's talented and gifted (TAG) programs and services:

All complaints regarding TAG will be reported to the superintendent. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the superintendent's office before further consideration can be given to the complaint.

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the district TAG specialist, building TAG coordinator/teacher, the program supervisor and a counselor.
2. The review committee shall meet within 15 working days of when the superintendent or designee received the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within 20 working days of receiving the original complaint.

The review committee may recommend that:

- a. The programs or services are appropriate; or
- b. The programs or services are not appropriate.

The superintendent shall report the recommendations of the review committee to the Board.

3. After consideration of the recommendations, if any, issued by the review committee, the Board will make a decision, and issue a decision within 15 working days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.

4. If the complainant, who is a student, is a parent or guardian of a student who attends school in the District, or is a person who resides in the District, remains dissatisfied and has exhausted local procedures, an appeal may be filed with the State Superintendent of Public Instruction and is subject to the appeal procedure identified in OAR 581-002-0040. The District shall provide a copy of the appropriate OAR upon request.

The complaint procedure set out above will not be longer than 90 working days from the filing date of the original complaint with the superintendent or designee. The timelines may be extended upon written agreement between both parties.



Reynolds School District
1204 NE 201st Ave, Fairview, OR 97024

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name _____

Address _____

Phone _____ Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is the District currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards? _____

4. What do you feel the District should be doing? _____

5. Other pertinent comments _____

Signature: _____

Please return this form to the superintendent's office at the Reynolds School District Administration Building, 1204 NE 201st Ave, Fairview, OR 97024.

- F. Acceptance of Grants
 - i. Acceptance of ESSER Funding Grant Award
 - ii. Institute of Museum and Library Services Grant
 - iii. Acceptance of Grants from Intel Online Learning First Book Award, KP Gives and Metro Placemaking
- G. Approval of Resolution 2020-2021-002 Recognition of Hispanic and Latinx Heritage Month
- H. Approval of the MESD Master Service Agreement for 2020-2021 38

**INTERGOVERNMENTAL MASTER SERVICES AGREEMENT
BETWEEN
MULTNOMAH EDUCATION SERVICE DISTRICT
AND
REYNOLDS SCHOOL DISTRICT #7**

THIS INTERGOVERNMENTAL MASTER SERVICES AGREEMENT is made this June 30, 2020 by and between the Multnomah Education Service District ("MESD") and Reynolds School District #7 ("District"), pursuant to authority granted in ORS Chapter 190. MESD and District are collectively identified as the "Parties". Each undersigned Party agrees as follows:

MSA Terms & Definitions

The following terms shall apply to this agreement and to all related documents described in this section, unless otherwise indicated within a properly executed amendment.

"Superintendents' Agreements": Each autumn, MESD and the Superintendents of its Component Districts agree on a resolution service plan process for each subsequent fiscal year. This agreement, the Multnomah Education Service District and Component Districts Annual Resolution Process Agreements and Understandings, also known as "the Superintendents' Agreement," is hereby incorporated into this document, but only when District is a Component District of MESD. The terms and conditions of the Superintendents' Agreement for the 2020-21 fiscal year shall prevail in the event of a conflict between documents. The "Superintendents' Agreement" is not incorporated into this document when District is a Non-Component District of MESD.

Master Services Agreement: The Master Services Agreement ("MSA") is this document. The terms and conditions of the MSA apply to all services pursuant to the Agreement and are not tailored to specific services. The terms and conditions of the MSA apply to every service provided pursuant this agreement, and shall be signed by both parties.

Service Referral and Quote Forms. Service Referral and Quote Forms ("SRQ's") shall be used to

1. Document the details of service referrals,
2. Identify a Service Description Instrument containing the appropriate Scope of Work, and
3. Identify a costing instrument or provide rates and/or costs for the service, and
4. Estimate the Start and End dates of the service, and
5. Identify a payment authorization instrument, and
6. Identify the appropriate District and MESD contacts for management of the SRQ.

The SRQ shall document offer and acceptance of individual services between District and MESD in writing. Such documentation may include, but is not limited to, signatures from both parties, email correspondence from both parties acknowledging agreement, or electronic form submission and acknowledgement by both parties. All SRQ's shall be subject to the terms and conditions of this MSA and any subsequent amendments to this MSA.

Service Description Instruments. Each SRQ will describe the services to be provided with either a detailed description of those services, or a reference to one of the following documents which must contain a detailed description of the services:

1. The Local Service Plan (LSP), or
2. A student's or students' Individual Education Plan or Plans (IEP), or

3. Pre-published Statements of Work found on MESD's website, or
4. Cascade Technology Alliance and Cascade Education Alliance publications, or
5. Ad-hoc Statements of Work, negotiated between MESD and District.

Costing Instrument. Each SRQ will describe how the cost of service will be calculated with one of the following documents:

1. District Service Plan, or
2. Cascade Technology Alliance and Cascade Education Alliance documents, or
3. Ad-hoc Statements of Work, negotiated between MESD and District.

Change Control & Amendment: If the parties mutually agree to modify the scope or to otherwise change the direction of the service as a result of a Change Control Process, MESD shall execute an amendment to the SRQ to document the nature of the change and the obligations of the parties.

Entire Agreement: It is the intent of the Parties that this written MSA, and the subsequent SRQ's for the services given and any fully executed amendments, combined, contain the entire understanding of the Parties and supersede all previous and contemporaneous verbal and written agreements relative to the subject matter of this MSA. The terms and conditions of this MSA, including its fully executed SRQ's, and Amendments shall completely and exclusively replace any and all other agreements for the same services. If there is any conflict between the terms of a SRQ or any Amendments and this Master Services Agreement, the terms of this Master Services Agreement shall prevail.

Engagement. MESD shall perform professional services for District as defined in each SRQ which is approved in writing by both Parties.

Data on the Parties

MESD Information:	
Agency Name:	Multnomah Education Service District
Address:	11611 NE Ainsworth Circle
City, State, Zip	Portland, OR 97220
Telephone:	(503) 255-1841
Point of Contact**:	Doana Anderson, Director of MESD Business Services
Email:	danderso@mesd.k12.or.us
Tax ID (TIN) Number:	93-6000829

District Information:	
Agency Name:	Reynolds School District #7
Address:	1204 NE 201st Ave.
City, State, Zip	Portland, OR 97024
Telephone:	(503) 661-7200
Point of Contact**:	Dr. Christopher Ortiz
Email:	ckortiz@rsd7.net
Tax ID (TIN) Number:	93-6000836

*****All information in this MSA is subject to public records law. Please contact the MESD Point of Contact or the District Point of Contact listed above if you have questions.***

SPECIAL TERMS & CONDITIONS

1. **Term.** This MSA is effective at the date of signature by all parties. The term of any resulting agreement is identified in the SRQ. Unless earlier terminated as provided elsewhere in this document, this MSA shall continue through June 30, 2021.
2. **Maximum Total Payment; Invoicing.** District will make no payments on any service until the related SRQ is approved by the authorized representatives of both parties.
 - a. **Maximum Total Payment:** Except as noted below, District shall pay MESD the amounts obligated in the individual SRQ's for the services actually provided by MESD.
 - b. **Staff absence.** In the event that MESD Staff who provides direct services to students is absent, MESD shall make every reasonable effort to continue services, or reschedule the service at a mutually agreeable time. In the case where a service cannot be continued or rescheduled, MESD agrees to reduce the amount invoiced to District for the time missed, based on the costing instrument in that service's SRQ.
 - c. **Student absence.** In the event of an enrolled student absence, District agrees to pay MESD for the services that would have been provided to that student, had the student been present.
 - d. **Student withdrawal or modification of services.** District and MESD will collaborate in deciding a student's withdrawal from or modification to services. In the event of a withdrawal or modification, District and MESD agree to negotiate changes to the SRQ to accommodate withdrawal and modification of costs.
 - e. **Emergency closures.** In the event that District declares an emergency closure, District agrees to pay MESD for the services that would have been provided during that closure.
 - f. **Calendar modifications.** In the event that District or MESD changes its school year, District and MESD agree to negotiate for the new days of service.
 - g. **Invoicing:** Upon completion of services pursuant to an SRQ or upon meeting the SRQ's criteria for milestone or periodic payments, MESD shall submit its invoice to the District, Net 30 days.
3. **Attendance Tracking & ODE Reporting.** In programs where MESD provides direct instruction to students, MESD shall track those students in a designated student information system and upload related ADM information to ODE. MESD shall promptly notify the District if a student has five consecutive days of non-attendance in a month. MESD follows the ten-day drop rule per Oregon law, and will promptly notify District when a student has missed ten consecutive days.
4. **Data Sharing.** MESD will import and manage confidential student and program data from District in the performance of some services per this MSA, in alignment with the Family Education Rights and Privacy Act ("FERPA", 20 U.S.C. § 1232g), and in alignment with Oregon Administrative Rules 581-021-0220 through 0440.

To ensure that a secure method of data exchange is provided between MESD and District, and to provide guidelines for the use of confidential data which District makes available to MESD, such data will be exchanged and/or maintained by the Parties with the following general provisions.

- a. **Data.** For the purposes of this MSA, "Data" means District's student information, including but not limited to student names, identification numbers, date of birth, IEP information, district name, school name, gender.

- b. **Right to Use District Data.** MESD may only use the Data for the business purposes outlined in the LSP and/or the SRQ issued pursuant to this MSA.
- c. **District-Owned Data.** District shall make identified District data available to MESD.
- d. **Data Security:**
- i. MESD will allow only approved MESD employees to access District data. MESD shall be solely responsible for ensuring that authorized MESD employees are not security risks, and upon District's request, MESD will provide District with any information reasonably necessary for District to evaluate security issues relating to any authorized MESD employee or MESD information systems.
 - ii. Each Party will be solely responsible for the selection, implementation, and maintenance of security procedures and policies that are sufficient to ensure that (a) such Party's use of the data is secure and is used only for authorized purposes, and (b) such Party's business records and data are protected against improper access, use loss alteration or destruction.
 - iii. All emails containing student data from a District educational record must be encrypted or otherwise secured.
- e. **Disposition of Data Upon Termination.** Generally, upon termination of service, MESD will cease to upload District data. Data that is legally permitted to be destroyed will be destroyed; however, MESD shall keep data for auditing and emergency backup purposes where required by contract, statute, District policy, best industry practices and/or District request. Alternate disposition requirements and procedures for each service may be listed in the Service Description Instrument.
5. **Provisions Pursuant to FERPA.** Both District and MESD are subject to the Family Educational Right and Privacy Act (FERPA), 20 U.S.C. § 1232g, as follows:
- a. **Definitions:**
 - i. **"Education Records"** are defined as records that are directly related to a student and maintained by the District or by a party acting for the District.
 - ii. **"Disclosure"** means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records to any party by any means.
 - b. **Disclosure and Re-disclosure.** The Parties recognize that FERPA imposes strict penalties for improper disclosure or re-disclosure of confidential student information including but not limited to denial of access to personally identifiable information from education records for at least five years (34 CFR 99.33(e)). Therefore, consistent with the requirements of FERPA, personally identifiable information obtained by the Parties in the performance of this Agreement may not be disclosed or re-disclosed to third parties without written consent of the students' parents/guardians, and must be used only for the purposes identified in this Agreement.
 - c. **Eligible Third Parties.** FERPA specifically addresses disclosure of education records to contractors, consultants, volunteers and service providers who are not employees of a District. FERPA states that these individuals may have access to records if they: (1) perform an institutional service or function for

which the District would otherwise use employees; and (2) are under the direct control of the District with respect to the use and maintenance of education records.

- d. **Role of MESD.** Pursuant to this MSA, MESD may provide other services for District that District would otherwise provide for itself using employees. MESD is under the direct control of the District with respect to the use and maintenance of data from education records. MESD would have "legitimate educational interests" in the data disclosed if the service were performed by MESD employees. The District therefore authorizes MESD staff access to the District's student data within the scope of those other services which are purchased pursuant to this MSA.
- e. **Disclosure of Directory Information.** MESD shall comply with any obligation of District not to disclose "directory information" concerning any student when the student's parents/guardian (or the student, where applicable) have opted out of the disclosure of the student's "directory information" under FERPA.

STANDARD TERMS & CONDITIONS

1. **Termination.** This MSA may be terminated as follows unless otherwise specified herein:
 - a. The District and MESD, by mutual agreement, may terminate the MSA at any time.
 - b. By either party upon 60 days written notice, except that if the services provided under the MSA relate to a provision of special education services, the effective date of termination of services shall be 60 school days after the date an individualized education program team determines that a student's placement will be changed unless prohibited by law. No such termination shall prejudice any right or obligation of the Parties already accrued prior to the effective date of termination.
2. **Access to Records.** Each Party shall have access to the books, documents and other records of the other which are related to this Agreement for the purpose of examination, copying and audit, unless otherwise limited by law.
3. **Ownership of Work.** All work products created by MESD as part of MESD's performance of this Agreement, including background data, documentation and staff work that is preliminary to final reports, shall be the exclusive property of MESD. District data uploaded by District or MESD into MESD or CTA-operated databases remains the property of District, unless otherwise noted in the SRQ or its related statements of work.
4. **Quality of Work.** The parties represent and warrant that any and all work under this Agreement shall be performed in a good workmanlike manner and in accordance with the highest of professional standards.
5. **Licenses.** At all times during the term of this Agreement, MESD represents and warrants that those who are assigned to perform services have any and all required licenses, certifications, or other evidence of the necessary skills, abilities, and professional knowledge needed to carry out the terms of this Agreement.
6. **Time is of the Essence.** Time is of the essence in all terms, provisions, covenants, and conditions contained in this Agreement and its Attachment(s).
7. **Confidentiality.** No reports, information, and/or data given to or prepared or assembled by the Parties under this Agreement shall be made accessible to any individual or organization by either party without the prior written approval of the other party.

8. **Compliance with Applicable Law.** Each party shall comply with all federal, state, and local laws applicable to public contracts and to the work done under this Agreement and all regulations and administrative rules established pursuant to those laws.
9. **Indemnity and Hold Harmless.** Each party shall be responsible exclusively for its respective officers, employees, and agents. Each party shall provide its own personnel with employment-related benefits and deductions that are required by law, including but not limited to federal and state income tax deductions, workers' compensation coverage, and Public Employees Retirement System/Oregon Public Service Retirement Plan contributions. Subject to the conditions and limitations of the Oregon Constitution and the Oregon Tort Claims Act (ORS 30.260-30.300), the Parties shall each defend, save, hold harmless, and indemnify the other from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever (including reasonable attorney fees) resulting from, arising out of, or relating to the acts or omissions of the party's own officers, employees, subcontractors, or agents in the performance of this Agreement.
10. **Insurance:** MESD shall at all times maintain in force at MESD's expense, each insurance noted below:
 - a. **Workers' Compensation** insurance for all subject workers in compliance with ORS 658.017. MESD and all subcontractors of MESD with one or more employees must have this insurance unless exempt under ORS 656.027.
 - b. **Public Entity Liability** insurance, on an occurrence basis, with a combined single limit of not less than \$1,000,000 each occurrence for Bodily/Personal Injury and Property Damage, with an annual aggregate limit of \$3,000,000. This insurance must include contractual liability coverage, as well as professional liability coverage to cover the errors and omissions of staff who are performing under the scope and course of their duties at MESD. MESD's coverage will be primary in the event of loss.
 - c. **Cyber-Liability** insurance, with a combined single limit of not less than \$1,000,000, plus excess coverage of not less than \$2,000,000. Excess coverage to be placed on a dedicated basis, outside the Oregon school district insurance pool (PACE) to ensure aggregate limits are not eroded.
 - d. **Certificate(s) of Insurance.** MESD shall furnish a current Certificate(s) of Insurance to District upon request. The Certificate(s) shall provide that there shall be no cancellation, termination, material change, or reduction of limits of the insurance coverage without 30 days written notice from MESD's insurer to the District. The Certificate(s) shall also state the deductible or retention level. For Public Entity Liability and Cyber-Liability, the Certificate shall also provide that District, its agents, officers, and employees are Additional Insureds with respect to MESD's services to be provided under this Agreement.
11. **Governing Law.** The provisions of this Agreement shall be construed in accordance with the laws of the State of Oregon. Any legal action involving any question arising under this Agreement must be brought in Multnomah County Circuit Court. If the claim must be brought in a federal forum, then it shall be brought and conducted in the United States District Court for the State of Oregon.
12. **No Third Party Beneficiaries.** District and MESD are the only parties to this MSA and are the only parties entitled to enforce its terms. Nothing in this MSA provides any benefit or right, directly or indirectly, to third parties unless they are individually identified by name in this MSA and expressly described as intended beneficiaries of this MSA.
13. **Other Contractors.** District reserves the right to enter into other agreements for work additional or related to the subject matter of this MSA, and MESD agrees to cooperate fully with these other contractors and with the District.

When requested by District, MESD shall coordinate its performance under this MSA with such additional or related work. MESD shall not interfere with the work performance of any other contractor or District employees.

14. **Work Performed on District Property.** MESD shall comply with the following:
- a. **Identification.** When performing work on District property, MESD shall be in appropriate work attire at all times. MESD shall provide identification tags and/or any other mechanism the District in its sole discretion determines is required to easily identify MESD. MESD and its employees shall (i) display on their clothes the above-mentioned identifying information and (ii) carry photo identification and present it to any District personnel upon request. If MESD cannot produce such identification or if the identification is unacceptable to District, District may provide, at its sole discretion and expense, District-produced identification tags to MESD Staff.
 - b. **Sign-in Required.** As required by schools and other District locations, each day MESD's employees are present on District property, those employees must sign into the location's main office to receive an in-school identification/visitors tag. MESD's employees must display this tag on their person at all times while on District property.
 - c. **No Smoking.** All district properties are tobacco-free zones; MESD is prohibited from using any tobacco product on District property.
 - d. **No Drugs.** All District properties are drug-free zones as enforced by the police bureau for the school's or District's jurisdiction.
 - e. **No Weapons or Firearms.** Except as provided by statute and District policy, all District properties are weapons- and firearms-free zones; MESD is prohibited from possessing on its persons or in its vehicles any weapons or firearms while on District property.
15. **Force Majeure.** Neither party shall be held responsible for delay or default caused by any contingency beyond its control, including, but not limited to: war or insurrection; strikes, lockouts, or walkouts by the party's own employees; fires; natural calamities; epidemics; quarantine and/or stay-at-home restrictions; riots; or demands or requirements of governmental agencies other than the Parties to this Agreement.
16. **Waiver; Severability.** Waiver of any default or breach under this MSA by District does not constitute a waiver of any subsequent default or a modification of any other provisions of this MSA. If any term or provision of this MSA is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the Parties shall be construed and enforced as if the MSA did not contain the particular term or provision held invalid.
17. **Nondiscrimination Clause.** Both Parties agree that no person shall be subject to unlawful discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service in programs, activities, services, benefits, or employment in connection with this MSA. The Parties further agree not to discriminate in their employment or personnel policies.
18. **Amendments; Renewal.** Any amendments, consents to or waivers of the terms of this MSA must be in writing and signed by both parties. The parties may renew this MSA by their signed, written instrument.
19. **Entire Agreement.** This Agreement and its Attachment(s) together constitute the final and exclusive understanding of the Parties. There are no other warranties, promises, representations, agreements, conditions,

or understandings between the Parties, either oral or written, other than those expressly set forth in this Agreement and its Attachment(s).

- 20. **Counterparts.** The Parties may execute this MSA in counterparts, each of which constitutes an original and all of which comprise one and the same MSA. Counterparts may be delivered by electronic means.
- 21. **Notices.** All notices or demands of any kind required or desired to be given by District or MESD must be in writing and shall be deemed delivered upon depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the addresses herein.

I HAVE READ THIS MSA AND ITS ATTACHED EXHIBITS, IF ANY. I CERTIFY THAT I HAVE THE AUTHORITY TO SIGN AND ENTER INTO THIS MSA ON BEHALF OF THE PARTY I REPRESENT AND AGREE TO BE BOUND BY ITS TERMS.

MESD
Multnomah Education Service District

District
Reynolds School District #7

*Signature of Samuel Breyer,
MESD Superintendent*

*Signature of Dr. Danna Diaz
Reynolds SD #7 Superintendent*

Date

Date

The following provides guidance on the calculations the SFAs can use in order to ensure they are in compliance with the requirements for School Year (SY) 2020-21. **This tool is for the contiguous States.**

SY 2020-21 Paid Lunch Equity Calculations

For SY 2020-21, SFAs which, on a weighted average, charged less than the target weighted average price of **\$3.09 (\$3.62 in Hawaii, Guam, The U.S. Virgin Islands, & Puerto Rico and \$5.01 in Alaska)** for paid lunches in SY 2019-20 are required to adjust their weighted average lunch price or add non-Federal funds to the non-profit school food service account. The amount per meal increase will be calculated using 2 percent rate increase plus the Consumer Price Index (2.94 percent),

SFAs are reminded that they must use their unrounded adjusted average paid lunch price requirement from SY 2019-20 when calculating the weighted average lunch price increase for SY 2020-21. For example, if the unrounded SY 2019-20 requirement was \$2.98 but the SFA opted to round down to \$2.95, the calculation of the SY 2020-21 requirement is based

If an SFA raised its weighted average paid lunch price above the required amount in SY 2019-20, that excess paid lunch price increase may be subtracted from the total SY 2020-21 paid lunch price increase requirement. SFAs must keep sufficient records to document and carry forward the weighted average price calculations. Additionally, if an SFA did not raise its weighted average adjusted paid lunch price sufficiently to meet the required amount in SY 2019-20, the shortfall

Use of Non-Federal Sources Calculation

SFAs that choose to contribute non-Federal sources to the nonprofit school food service account in lieu of raising paid lunch prices must calculate the appropriate amount to contribute. To determine the amount of required revenue in lieu of a paid lunch price increase, the SFA determines the total number of paid reimbursable lunches claimed for the previous school year and multiplies that by the difference between the SY 2019-20 weighted average paid lunch price requirement

Sources of Non-Federal Funds

Beginning in SY 2013-14, FNS expanded the definition of a non-Federal source to include all paid meals to help SFAs meet the PLE requirement and to acknowledge the continuing support by States and locals to improve access to and participation in the breakfast program. FNS has received positive response to this flexibility.

Therefore, for SY 2020-21, SFAs may continue to count as a non-Federal source:

- 1. Per-meal non-Federal reimbursement for any paid meal (breakfast, lunch, etc.)**
- 2. Any funds provided by organizations for *any paid* meal**
- 3. Any proportion attributable to *paid meals* from direct payments made from school district funds to support lunch service**

Credit for Excess Non-federal Funds

If an SFA's SY 2019-20 estimate of the required contribution exceeded the actual level, that excess contribution may be subtracted from the total SY 2020-21 contribution requirement. Further, if the SY 2019-20 estimate was less than required, additional funds from non-Federal sources must be added. The non-Federal Calculator tab in the PLE Tool for determining the estimated amount of non-Federal source contributions will allow for making these calculations using the same rationale as used for paid lunch prices (i.e., credit any extra funds contributed and account for any shortfalls when

SY 2020-21 PLE Tool

The first tab of the SY 2020-21 PLE Tool includes detailed instructions on how to use the tool and what information is needed to complete the appropriate calculations. It is recommended that each user print and read the instructions before

To assist SFAs making these required PLE calculations, the attached SY 2020-21 PLE Tool makes the following calculations:

- Weighted average paid lunch price for SY 2019-20
- Required average weighted paid lunch price increase for SY 2020-21
- Required non-Federal source contribution required for SY 2020-21

The PLE Tool takes into account adjustments to paid lunch prices made by the SFA in SY 2019-20 to calculate any credit or shortfall the SFA may have accrued for SY 2019-20. For SFAs that opted to contribute non-Federal funds, the PLE Tool also calculates credits

Additionally, the SY 2020-21 PLE Tool includes a feature that makes calculations for SFAs that wish to split the SY 2020-21 requirement by both raising prices and contributing non-Federal funds. This option may be attractive to SFAs that do not want to raise the weighted average paid lunch price the entire amount that is required.

To use the attached SY 2020-21 PLE Tool. SFAs need the following information:

ALL SFAs need the following data to calculate the Weighted Average Price for SY 2020-21:

- SY 2019-20 Unrounded Price Requirement OR SY 2010-11 Weighted Average Price
- All paid lunch prices for October 2019
- Number of paid lunches served associated with each paid lunch price in October 2019

SFAs that have opted to contribute non-Federal sources also need:

- The total number of paid lunches served in SY 2018-2019
- The total dollar amount of SY 2011-12, SY 2012-13, SY 2013-14, SY 2014-15, SY 2015-16, SY 2016-17, SY 2017-18, SY 2018-19 and SY 2019-2020 non-Federal contribution

SFAs that wish to split the SY 2020-21 requirement by both raising paid lunch prices and contributing non-Federal sources will need all of the above information. Additionally, the PLE Tool includes a report that SFAs can use to track the information they will need to make their SY 2021-22 calculations. SFAs can print the report and keep it in their records.

February 2020



The PLE Tool was created to help School Food Authorities (SFAs) calculate their paid lunch price increase requirement and/or non-Federal source contributions to meet the requirements specified in 7 CFR 210.14(e). If the pricing requirements calculated by the PLE Tool are not met or are exceeded, the PLE Tool will also calculate any amounts, including credits or deficits carried over into the next year. Note, the weighted average prices calculated in the PLE Tool are the weighted average of all student paid lunch prices charged in the SFA.

TIPS:

- 1) Have last year's PLE Tool available for reference
- 2) Were credits carried over from last year?
- 3) Is the current weighted average paid lunch price above the requirement?
- 4) Only the tab(s) relevant to the SFA's selection of method to meet PLE requirements need to be
- 5) The \$0.10 cap does not mean that every SFA will raise the weighted average paid lunch price or

For more information on amounts carried over please refer to FNS Policy Memo SP 39-2011 (revised)

This version of the PLE Tool applies only to SY 2020-2021. A new version of the PLE Tool will be issued for SY 2021-2022.

The SY 2020-21 PLE Tool consists of 8 tabs:

Hyperlinks are also placed throughout the tool to navigate to the different tabs. Only the tabs for the method selected to meet the PLE requirement have to be completed.

- Tab 1: [Instructions](#)
- Tab 2: [Annual Unrounded Requirement Finder](#)
- Tab 3: [SY 2020-21 Price Calculator](#)
- Tab 4: [SY 2020-21 Non-Federal Calculator](#)
- Tab 5: [SY 2020-21 Split Calculator](#)
- Tab 6: [SY 2020-21 REPORT](#)
- Tab 7: [SY 19-20 Price Calculator](#)
- Tab 8: [SY 10-11 Price Calculator](#)
- Tab 9: [PLE Guidance](#)

* The tabs (SY 19-20 and SY 10-11 Price Calculators) are for use as needed

Cells shaded this color designate data entry cells. The SFA must enter the applicable data in these cells for the tool to calculate requirements

Only complete the tabs for the method used for meeting the requirement

SFAs need the following data to calculate the Weighted Average Price for SY 2020-21:

- 1.) SY 2019-20 Weighted Average Price

- 2.) SY 2010-11 Weighted Average Price, if the SY 2019-20 Weighted Average Price is unknown
- 3.) All student paid lunch prices for October 2019
- 4.) Number of paid lunches served associated with each student paid lunch price in October 2019

SFAs that opted to contribute non-Federal sources for SY 2020-21 need:

- 1.) SY 2010-11 Weighted Average Price, as needed
- 2.) SY 2019-20 Weighted Average Price (if different from SY 2010-11 Weighted Average Price)
- 3.) Total number of student paid lunches served in SY 2018-19
- 4.) The total dollar amount of non-Federal contributions through SY 2019-20

SY 2020-21 WEIGHTED AVERAGE PAID LUNCH PRICE CALCULATION

These instructions are for SFAs increasing their weighted average prices to meet the SY 2020-21 paid lunch price requirement

Step 1

Tab 2: [Annual Unrounded Requirement Finder](#)

1. Enter SY 2019-20 unrounded price requirement in the orange box.

If the SY 2019-20 unrounded price requirement is not known then use the annual unrounded. This figure sets the pricing requirements throughout the Tool and helps determine any amounts carried forward. This figure was calculated through the SY 2019-20 PLE Tool.

*After calculating the SY 2020-21 weighted average price requirement for student paid lunches, click on the link labeled " **Click here to go to SY 2020-21 Price Calculator** "*

Step 2

Tab 3: [SY 2020-21 Price Adjustment Calculator](#)

The box at the top of this tab displays the SY 2020-21 Weighted Average Price Requirement

To calculate the SY 2019-20 Weighted Average Price the SFA must:

1. Enter the student paid lunch count for October 2018 associated with each paid meal price in the **Monthly # of Paid Lunches** column.
2. Enter each student paid lunch price in the SFA (including all schools – elementary, middle, high, etc) for October 2019 in the **Paid Lunch Price** column.

Using the SY 2019-20 weighted average price, the tool calculates any amounts necessary to meet the SY 2020-21 weighted average price requirements and any amounts carried forward to SY 2021-22.

Tab 6: [SY 2020-21 REPORT](#)

This report is generated for use in the SY 2020-21 PLE tool and displays the SY 2020-21 requirements and any amount carried forward (as determined on the SY 2020-21 Price

Select the SY 2020-21 method used to ensure sufficient funds are provided for PAID lunches

<OPTIONAL> Step 3

Pricing Estimation Calculator

After an SFA has calculated the SY 2020-21 average student paid lunch price requirement, the PLE tool can be used to determine how the SFA wants to distribute the price increase within the SFA to reach the new average paid lunch price. To do this an SFA must:

1. Enter the student paid lunch count for October 2019 associated with each student paid meal price in the **Monthly # of Paid Lunches** column.
2. Change individual student paid lunch prices until the average student paid lunch price reaches the new average student paid lunch price requirement. This amount will appear in the **Weighted Average**

SFAs have the flexibility to raise individual student prices using many different price combinations to ensure the weighted average student price equals the new SY 2020-21 required level.

[Go to SY 2019-20 Price Calculator](#)

SY 2020-21 NON-FEDERAL SOURCE CONTRIBUTION CALCULATION

Step 1

Tab 2: [Annual Unrounded Requirement Finder](#)

1. Enter SY 2019-20 unrounded price requirement in the orange box.

If the SY 2019-20 unrounded price requirement is not known then use the annual unrounded

This figure sets the pricing requirements throughout the PLE Tool and helps determine any amounts carried forward. This figure was calculated through the SY 2019-20 PLE Tool.

After calculating the SY 2020-21 weighted average price requirement for paid lunches, go to SY 2020-21 Non-Federal Source Calculator tab

Step 2

Tab 4: [SY 2020-21 NonFederal Calculator](#)

The box at the top of this tab displays the SY 2019-20 Weighted Average Price Requirement

SY 2020-21 Non-Federal Source Contribution Requirement

- 1). Enter the current weighted average student paid lunch price.
This price may be the same as the SY 2019-20 weighted average price determined on the Unrounded Requirement Finder tab if the SFA did not raise the weighted average price in SY 2019-20. To determine the most current average weighted price go to the SY 2019-2020 Price Calculator tab.
- 2.) Enter the student paid lunch count for the entire 2018-19 School Year in the orange **Annual # of Paid Lunches** box in the Non-Federal Source Contribution Calculator for SY 2020-21.

The Tool will calculate the annual non-Federal source contribution for SY 2020-21 with and will apply

the \$0.10 cent cap if applicable

2.) Enter the amount of **Non-Federal Source Funds Contributed for SY 2011-12 through SY 2019-20** in the orange box labeled as such.

Based on the actual amount contributed for SY 2019-20, the tool calculates the following:

- Remaining Annual Non-Federal Source Contribution for SY 2020-21
- Remaining Annual Non-Federal Source Contribution carried forward to SY 2021-22
- Remaining Credit carried forward to SY 2021-22

Tab 6: [SY 2020-21 REPORT](#)

This report is generated for use in the SY 2021-22 PLE tool and displays the SY 2020-21 requirements and any amount carried forward determined on the SY 2020-21 Price

Select the SY 2020-21 method used to ensure sufficient funds are provided for PAID lunches

SY 2020-21 Split Calculator

This tab is for those SFAs wishing to split their requirement by both raising prices and contributing non-Federal sources

Step 1

Tab 2: [Annual Unrounded Requirement Finder](#)

1. Enter SY 2019-20 unrounded price requirement in the orange box.

If the SY 2019-20 unrounded price requirement is not known then use the annual unrounded

*After calculating the SY 2020-21 weighted average price requirement for paid lunches, click on the link labeled " **Click here to go to SY 2020-21 Split Calculator** "*

Step 2

Tab 5: [SY 2020-21 Split Calculator](#)

The box at the top of this tab displays the SY 2020-21 Weighted Average Price Requirement

To calculate the SY 2019-20 Weighted Average Price the SFA must:

1. Enter the student paid lunch count for October 2019 associated with each student paid meal price in the **Monthly # of Paid Lunches** column.
2. Enter each student paid lunch price in the SFA (including all schools – elementary, middle, high, etc) for October 2019 in the **Paid Lunch Price** column.

Using the SY 2019-20 weighted average price, the tool calculates any amounts necessary to meet the SY 2020-21 weighted average price requirements and any amounts carried forward to SY 2021-22.

Step 3

1. Enter the weighted average price the SFA plans to charge for student paid lunches in SY 2020-21 in

Step 4

To calculate the remaining amount of non-Federal sources contributions needed, the SFA must:

- 1.) Enter the student paid lunch count for the entire 2018-2019 School Year in the orange **Annual # of Paid Lunches** box in the Non-Federal Source Contribution Calculator for SY 2020-21.
- 2.) Enter the actual amount of the non-Federal source contribution in the orange box labeled **Amount of Non-Federal Source Funds Contributed from SY 2011-12 through SY 2019-20**.

Based on the actual amount contributed for SY 2019-20, the tool calculates the following:

- Remaining Annual Non-Federal Source Contribution for SY 2020-21
- Remaining Annual Non-Federal Source Contribution carried forward to SY 2021-22
- Remaining Credit carried forward to SY 2021-22

Tab 6: [SY 2020-21 REPORT](#)

This report is generated for use in the SY 2020-21 PLE tool and displays the SY 2019-2020 requirements and any amount carried forward determined on the SY 2019-2020 Price Calculator

Select the SY 2020-21 method used to ensure sufficient funds are provided for PAID lunches

SFAs may use optional tabs 7 and 8 to make calculations from previous years .

February 2020

SFA NAME:	Reynolds SD 7
-----------	---------------

Step 1	
Enter the SY 2019-20 Unrounded Price Requirement in the box below	SY 2020-21 Weighted Average Price Requirement
<i>This is found in Section 1: Box A of the SY 2019-20 REPORT from the SY 2019-20 tool or below (Price 2)</i>	Requirement price to the nearest cent
\$2.95	\$ 3.09
<i>Note: Above prices are based on adjusting SY 2019-20 price requirement by the 2% rate increase plus the Consumer Price Index (2.94%)</i>	

Complete if you do NOT know your SY 2019-20 Unrounded Price Requirement		
<u>Annual Unrounded Requirement Finder</u>		
Enter the SY 2010-11 Weighted Average Price below ** The weighted average price for SY 2010-11 is the weighted average of all paid lunch prices charged in the SFA		
SY 2010-11 Weighted Average Price	Unrounded Price Requirements	
	Price 1: SY 2018-19 Requirement price to the nearest cent	Price 2: SY 2019-20 Requirement price to the nearest cent
\$ 2.19	\$ 2.92	\$ 3.00
SY 17-18	\$ 2.86	
SY 16-17	\$ 2.78	
SY 15-16	\$ 2.69	
SY 14-15	\$ 2.58	
SY 13-14	\$ 2.47	
SY 12-13	\$ 2.35	
SY 11-12	\$ 2.26	
<u>If you do not know your SY2010-2011 Weighted Average Price</u> CLICK HERE		
<i>Note: The SY 2019-20 requirement is based on price increase requirements from SY 2011-12 through SY 2018-19.</i>		

Use the links below to go to the next step:

Click here to go to SY 2020-21 Price Calculator
Click here to go to SY 2020-21 Non-Federal Source Calculator
Click here to go to SY 2020-21 Split Calculator
Go to Instructions

Note: This tool is created to allow the user to only enter the weighted average price. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.

SY 2020-21 Price Adjustment Calculator

[Go to Instructions](#)

SY 2020-21 Weighted Average Price Requirement	
Requirement price to the nearest cent	Optional price requirement ROUNDED DOWN to nearest 5 cent
\$ 3.09	\$ 3.05
Note: Above prices are based on adjusting SY 2019-20 price requirement by the 2% rate increase plus the Consumer Price Index (2.94%)	

SY 2019-20 Weighted Average Price Calculator			
Enter the paid prices and number of paid lunches sold at each price for October 2019 .			
Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2019-20 Weighted Average Price
1.	6,032	\$ 2.80	\$ 16,889.60
2.	4,174	\$ 3.00	\$ 12,522.00
3.	5,446	\$ 3.15	\$ 17,154.90
4.		\$ -	
5.	-	\$ -	
6.		\$ -	
7.		\$ -	
8.		\$ -	
9.		\$ -	
10.		\$ -	
TOTAL	15,652	\$ 46,566.50	\$ 2.98
Note: SY 2019-20 Weighted Average Price equal to or above the target price of \$3.09 are compliant for SY 2020-21. \$3.09 is the difference between the Free and Paid reimbursement rates for SY 2019-20.			

Total Price Increase for SY 2020-21
\$ 0.07

Required price increase for SY 2020-21 (with 10 cent cap)
\$ 3.05

Remaining increase carried forward to SY 2021-22
\$ -

Remaining credit carried forward to SY 2021-22
\$ -

[Go to SY 2020-21 Report](#)

Step 3 (Optional)

Pricing Estimation Calculator				
Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.				
	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.	6,032	\$ 2.90	\$ 17,492.80	
2.	4,174	\$ 3.10	\$ 12,939.40	
3.	5,446	\$ 3.20	\$ 17,427.20	
4.		\$ -		
5.		\$ -		
6.		\$ -		
7.		\$ -		
8.		\$ -		
9.		\$ -		
10.		\$ -		
TOTAL	15,652		\$ 47,859.40	\$ 3.06

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality. February 2020

SY 2020-21 Non-Federal Contribution Calculator

[Go to Instructions](#)

SY 2020-21 Weighted Average Price Requirement	
Requirement price to the nearest cent	Optional price ROUNDED DOWN to nearest 5 cent
\$ 3.09	\$ 3.05
<i>Note: Above prices are based on adjusting SY 2019-20 price requirement by the 2% rate increase plus the Consumer Price Index (2.94%)</i>	

Current Weighted Average Paid Price	
Enter in the current weighted average paid lunch price. <i>Note: If SFA did not change the weighted average paid lunch price in SY 2011-12, SY 2012-13, SY 2013-14, SY 2014-15, SY 2015-16, SY 2016-17, SY 2017-18 or SY 18-19 enter the SY 2010-11 weighted average price. Otherwise, click the link below.</i>	
\$2.90	Click here to determine SY 2019-20 weighted average price

Non-Federal Source Contribution Calculator for SY 2020-21		
Enter the total paid lunch count (for all prices). ** Annual Non-Federal Source funds for SY 2020-21 are estimated based on the ACTUAL lunch count entered below		
Enter annual # of Paid Lunches for SY 2018-19**	TOTAL Price Increase for SY 2020-21	TOTAL SY 2020-21 Annual Non-Federal Source Contribution
88,779	\$ 0.15	\$ 13,316.85
<i>Note: Total price increase for SY 2020-21 is based on the difference between the weighted average price entered above and SY 2020-21 rounded DOWN requirement.</i>		

Enter total amount of Non-Federal Source Funds Contributed for SY 2011-12 through SY 2019-20	Annual Non-Federal Source Contribution Requirement for SY 2020-21
	\$ 13,316.85

Price Increase Requirement for SY 2020-21 (with \$0.10 cent cap)	SY 2020-21 Annual Non-Federal Source Contribution (with \$0.10 cent cap)
\$ 0.10	\$ 8,877.90

Remaining Annual Non-Federal Source Contribution carried forward to SY 2021-22
\$ 4,438.95

Remaining Credit carried forward to SY 2021-22
\$ -

[Go to SY 2020-21 REPORT](#)

Note: This tool is created to allow the user to only enter the annual number of paid lunches and the amount of non-Federal Source funds contributed for SY 2020-21. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect annual non-Federal source contribution. Users should not modify the tool's current functionality.

SFA NAME:

Reynolds SD 7

SY 2020-21 Split Price and Non-Federal Calculator

[Go to Instructions](#)

SY 2020-21 Weighted Average Price Requirement

Requirement price to the nearest cent	<i>Optional</i> price requirement ROUNDED DOWN to nearest 5 cent
\$ 3.09	\$ 3.05

Note: Above prices are based on adjusting SY 2019-20 price requirement by the 2% rate increase plus the Consumer Price Index (2.94%)

SY 2019-20 Weighted Average Price Calculator

Enter the paid prices and number of paid lunches sold at each price for
October 2019.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2019-20 Weighted Average Price
1.	6,032	\$ 2.75	\$ 16,588.00	
2.	505	\$ 2.80	\$ 1,414.00	
3.	2,397	\$ 2.95	\$ 7,071.15	
4.	5,356	\$ 3.05	\$ 16,335.80	
5.	-	\$ 3.10	\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	14,290		\$ 41,408.95	\$ 2.90

Note: SY 2019-20 Weighted Average Price equal to or above \$3.09 are compliant for SY 2019-20. \$3.09 is the difference between the Free and Paid reimbursement rates for SY 2019-20.

Total Price Increase for SY 2020-21

\$ **0.15**

Required price increase for SY 2020-21
(With \$0.10 cent cap)

New Price Increase
<i>Enter the new price increase for SY 2020-21 to assist in meeting the requirement. See optional Pricing Estimation Calculator below if needed.</i>

\$ 3.04

Non-Federal Source Contribution Calculator for SY 2020-21		
Enter the total paid lunch count (for all prices). ** Annual Non-Federal Source funds for SY 2020-21 are estimated based on the ACTUAL lunch count entered below		
Enter annual # of Paid Lunches for SY 2018-19**	Total remaining required Price Increase	TOTAL SY 2020-21 Annual Non-Federal Source Contribution
88,779	\$ 0.01	\$ 887.79
<i>Note: Total price increase for SY 2020-21 is based on the difference between the weighted average price entered above and SY 2020-21 rounded DOWN requirement.</i>		

Enter total amount of Non-Federal Source Funds Contributed for SY 2011-12 through SY 2019-20	Annual Non-Federal Source Contribution Requirement for SY 2020-21
\$ -	\$ 887.79

Price Increase Requirement for SY 2020-21 (with \$0.10 cent cap)	SY 2020-21 Annual Non-Federal Source Contribution (with \$0.10 cent cap)
\$ (0.04)	\$ (3,551.16)

Remaining Annual Non-Federal Source Contribution Requirement carried forward to SY 2021-22	
\$	4,438.95

Remaining Credit carried forward to SY 2021-22	
\$	-

(Optional)

Pricing Estimation Calculator				
Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.				
	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	Weighted Average Price
1.			\$ -	
2.			\$ -	
3.			\$ -	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	-		\$ -	\$ -

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.

SFA NAME:	Reynolds SD 7
------------------	----------------------

SY 2020-21 Weighted Average Pricing Report

This report assists in tracking the pricing requirements and amounts carried forward for SY 2020-2021. Information on this report is used to determine the SY 2020-21 weighted average price requirements.

Please print and keep in records.

NOTE: If information is changed in the tool, the report contents will change.

Section 1: SY 2020-21 Weighted Average Paid Price Requirements

A. SY 2020-21 Weighted Average Price Requirement*: <small>*This price will be entered into the SY 2021-22 tool to determine the SY 2021-22 weighted average price requirements</small>	\$3.09
B. Optional Price ROUNDED DOWN to nearest \$0.05 cents:	\$3.05

Section 2: Amounts Carried Forward to SY 2021-22

Select the SY 2019-20 method used to ensure sufficient funds are provided for PAID Lunches

Increase SY2020-2021 average weighted price
▼

Average Weighted Price Adjustments

A. Remaining increase carried forward to SY 2021-22:	\$0.00
B. Remaining credit carried forward to SY 2021-22:	\$0.00
Enter in the new average weighted price for SY 2020-21:	\$3.04

Non-Federal Source Contributions

C. Remaining Annual Non-Federal Source Contribution carried forward to SY 2021-22:	N/A
D. Remaining Credit carried forward to SY 2021-22:	N/A
Enter the amount of Non-Federal Source contributions for SY 2020-21:	
Enter Sources of Non-Federal Funds Contributed:	
General Fund Transfer	

Split Calculations

Both average weighted price adjustments and Non-Federal source contributions

E. Remaining Annual Non-Federal Source Contribution carried forward to SY 2021-22:	N/A
F. Remaining Credit carried forward to SY 2021-22:	N/A
Enter the amount of Non-Federal Source contributions for SY 2020-21:	
Enter the new average weighted price for SY 2020-21:	

SFA NAME:	Reynolds SD 7
------------------	----------------------

SY 2019-20 Weighted Average Price Calculator

Enter current prices and number of lunches sold at each price using **October 2019** data.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2019-20 Weighted Average Price
1.	6,032	\$ 2.75	\$ 16,588.00	
2.	505	\$ 2.80	\$ 1,414.00	
3.	2,397	\$ 2.95	\$ 7,071.15	
4.	5,356	\$ 3.05	\$ 16,335.80	
5.	-	\$ 3.10	\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	
TOTAL	14,290		\$ 41,408.95	\$ 2.90 is the SY 2019-20 Weighted Average Price

Enter this price in Step 1 in unrounded requirement finder tab

[Click to go back to SY 20-21 Non-Federal Calculator](#)

[Go to instructions](#)

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.

February 2020

SFA NAME:	Reynolds SD 7
-----------	---------------

SY 2010-2011 Weighted Average Price Calculator

Enter current prices and number of lunches sold at each price using **October 2010** data.

	Monthly # of Paid Lunches	Paid Lunch Price	Monthly Revenue	SY 2010-11 Weighted Average Price
1.	11,166	\$ 2.00	\$ 22,332.00	
2.	4,599	\$ 2.25	\$ 10,347.75	
3.	4,699	\$ 2.60	\$ 12,217.40	
4.			\$ -	
5.			\$ -	
6.			\$ -	
7.			\$ -	
8.			\$ -	
9.			\$ -	
10.			\$ -	

TOTAL **20,464** **\$ 44,897.15** **\$ 2.19** is the SY2010-2011 weighted average price

Rounded Weighted
Avg Price \$ 2.19

Enter this price in the Unrounded Requirement Finder tab

[Click to go back to Unrounded Requirement Finder](#)

[Go to instructions](#)

Note: This tool is created to allow the user to only enter the number of paid lunches and the related prices. If any other parts of the tool are modified, the user runs the risk of calculating an incorrect new average price. Users should not modify the tool's current functionality.

February 2020

- J. Approval of IGA RSD 2021.035 with David Douglas for Early Intervention / Early Childhood Special Education Services
- X. **9:00p - Action Items**
 - A. Authorization to Spend over \$150,000 for Margaret Scott and HB Lee Fire Alarm Upgrades
 - B. Approval of Resolution #2020-2021-003: Amending the Adopted Budget General Fund
 - C. Declaring Surplus Property: Buses
 - D. Authorization to Spend Over \$150,000 for 10 School Buses
 - E. REA Memorandum of Understanding on Comprehensive Distance Learning
- XI. **9:30p - Board Discussion**
- XII. **9:45p - Adjourn**